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ABSTRACT

This report presents results of analyses of factors affecting reading achievement of students in grades one through six in District of Columbia schools as measured by the percentage of objectives mastered on the Prescriptive Reading Test (PRT) and by students' interest in reading for the year 1977-78. It also contains descriptive information about the students, classes, and reading programs for that year. In addition, it provides some brief comparisons with results obtained from analyses of data collected in 1975-76 and 1976-77 and offers conclusions and recommendations based on the three years of data and analyses. Changes across the years are noted and discussed. Appendixes contain data gathering instruments used in the study and a list of participant schools. (FL)

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District of Columbia Public Schools

EVALUATION OF OUTCOMES, 1977-78: AN EVALUATION SYSTEM REPORT ON READING PROGRAMS AND READING ACHIEVEMENT

PART I - A SUMMARY

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PREFACE

This report is the third in a series of three Evaluation System reports to be issued by the Division of Research and Evaluation (DRE) prior to the 1979-80 school year.

This report provides an analysis of data from school year 1977-78.

The first two reports presented analyses of data from school years 1975-76 and 1976-77.

Each report is in two parts: "Part I - A Summary" and "Part II - A Technical Report."

Additional reports will be developed and issued upon completion of further analysis of the data.

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I. INTRODUCTION

The Evaluation System of the Public Schools of the District of Columbia has several purposes. At the most general level it is designed to enable the school system to evaluate the effectiveness of programs and to identify characteristics of programs that seem to increase effectiveness. Also, it is designed to enable the D.C. Public Schools to follow particular students over a period of years, to examine long-term effects of different programs, and to measure changes in program characteristics from year to year. The design of the Evaluation System is such that analyses or evaluations can be done at a number of levels: the individual student, the classroom, the school building, the grade level, the program, the region, and the overall school system.

An essential feature of the Evaluation System is its ability to correlate data. Thus, the System is designed to combine test data with program data, and to combine both of these with a variety of other data or measures such as: student absence, sex, age, size of class, student turnover rate for classes, type of class, involvement of aides, and many other such measures. These data or measures come from various sources. Combining them is a major undertaking. This report represents the second year of analysis of various student, class, teacher, and program data combined with performance measures based on test data.

The Evaluation System is designed to support the investigation of an almost limitless number of questions. It is thus the intention of the Division of Research and Evaluation, which developed and implements

the Evaluation System, that users of its reports (administrators, teachers, and others) become familiar with the System and its potential. The objective findings of the Evaluation System will provide decision-makers at all levels with sound information upon which to make judgments for future directions.

II. PURPOSE AND SCOPE

A. Objectives

This is the third report of this series. It presents results of analyses of factors affecting reading achievement as measured by the percentage of objectives mastered on the Prescriptive Reading Test (PRT), and by students' interest in reading for the year 1977-78. It also presents descriptive information about students, classes, and reading programs for that year. Data for grades 1-6 are included in the report. The report also provides some brief comparisons with results obtained from analyses of the 1975-76 and 1976-77 data. Conclusions and recommendations based on the three years of data and analyses are presented. In some cases, identified trends lead to clear conclusions. In other cases, changes across years are noted and discussed.

B. The Data Collection and the Data

1. Collection Procedures

The data in this report was collected using three basic instruments.

a. The Classroom/Student Background Form (SBF) is a two-part machine-readable form designed especially for the Evaluation System by the Division of Research and Evaluation (DRE). One part of the form is for the collection of background data on the classroom and the other part is for the collection of background data on the students in the class. This form is completed by staff from DRE in the fall and spring of the school

year. See Appendix B.

b. The Prescriptive Reading Test (PRT), the school system's own criterion-referenced reading test, is administered in the fall and spring of each year. The test is constructed by levels ranging from A through E and G which cover the reading grade level objectives for grades 1-6. Students are administered test levels according to their instructional level. Fall and spring test results were matched for each student by DRE.

c. The Reading Program Form (RP) is a two-part machine-readable form designed by DRE and completed by teachers during the month of May of each year. One part of the form is for the collection of classroom reading data and the other part is for the collection of individual student reading program data. See Appendix C.

Data was collected from the 34 elementary schools participating in the Evaluation System. The official October 1977 total membership in these schools for grades 1-6 was 14,318 students. See Appendix A for the distribution of schools by region.

2. Test Data

The test data are percentages of reading objectives mastered in the fall of 1977 (pretest) and in the spring of 1978 (posttest) on the Prescriptive Reading Test (PRT), Levels A through E and G. Only the scores for students who had both pre and post scores for the same level of test were used. Since many teachers administered different levels of the PRT to different students in their classes (as they

should have), test raw scores were converted to percentages in order to arrive at a class average, or in order to make the range and units of test scores reasonably comparable for different students in the same reading program. The "raw score" for a test was the number of objectives mastered according to PRT criteria. The percentage computed was the number of objectives mastered divided by the total number of objectives in the test for the level administered. The number of objectives varied from 21 for Level A to 45 for Level B. Subsequent reports will examine subtest scores, computed in similar fashion.

3. Student Characteristics

Data, other than test scores, which pertain to individual students include sex, age, absences, total time enrolled in a class, student interest in reading, need for extra help in reading, how often student reads on own and student's class and ID number.

4. Teacher Characteristics

Characteristics of teachers include absences, reasons for using particular reading materials, freedom to choose own reading skills objectives to be taught, extent to which teachers coordinated instructional reading program with other school personnel and length of time, and period of time during the year the teacher was associated with a particular class.

5. Reading Programs

A description of each student's reading program in terms of materials, grade levels of materials, and relative emphasis

given to each material was obtained from the reading form described in Item 1.c. While the reading program is a characteristic of each student, it is listed separately here as a reminder that a focus of the Evaluation System is programs. The programs, of course, may differ even for students within the same classroom.

6. Classroom Characteristics

Division of Research and Evaluation staff collected data pertaining to the classroom as a whole, not specifically to individual students (e.g., number of students eligible for free lunch program, number of students referred for various reasons, type of teaching situation, presence of an aide, availability of reading or mathematics specialists, and the like). In addition, a number of measures pertaining to the classroom as an aggregate were computed from data based on individuals (e.g., student absence rate, student turnover rate, class average percentage of objectives mastered, class average interest in reading, and class average need for extra help in reading).

C. Limitations

It is important that the reader understand the limitations on the generalizability of the results and conclusions reported here. First, there were data losses for some variables due to missing data. Second, for purposes of this report, only test data for students who were administered the same level of test, pre and post, were used. That automatically excluded all students who were administered a higher or lower level test in the fall, (pretest) than in the spring

(posttest), although those students will be included in subsequent analyses. Third, there were losses of data for particular variables owing to the procedures used for computer tape files. Fourth, there were losses of data for particular variables owing to the failure of some forms to be filled out accurately or completely, but also owing to errors in optical scan processing of data from forms. The limitations described are mainly the consequences of continued limitations of resources, processing and the like, not of design limitations of the Evaluation System.

In a data gathering program of this scope, it was infeasible to evaluate the consistency of ratings of students made by teachers. That is, it was not feasible to do a form of test-retest. By the same token, it was not feasible to observe reading programs in the classrooms. All such reading data are based on the subjective reports of teachers.

The findings reported in this Summary (Part I) are stated in non-technical terms without detailed statistical back-up. Detailed statistical analyses, as well as technical discussions, may be found in the Technical Report (Part II) upon which this Summary Report is based.

D. Definitions

Classroom Characteristics - Include grade, room number, number of free lunch pupils, class size, and percent of male and female.

Learning Barriers - Those conditions which may confront a student and hinder the learning process, i.e., poor attendance, lack of proper nutrition, economic conditions, and medical/physical health.

Posttest Scores - The percentage of reading objectives mastered in the spring based on the total number of objectives possible at the test level administered.

PMT - Prescriptive Mathematics Test

Pretest Scores - The percentage of reading objectives mastered in the fall based on the total number of objectives possible at the test level administered.

PRT - Prescriptive Reading Test

Reading Behaviors - Those behaviors a student exhibits toward reading, i.e., amount of interest in reading and the degree to which student reacs on his own.

Teacher Characteristics - Those descriptors of the teacher such as the day the teacher started with the class, the last day with the class, and teacher turnover rate.

III. SOME BENCHMARK CHARACTERISTICS OF CLASSES AND READING PROGRAMS

Analyses of the 1977-78 data collected by the Evaluation System have provided some descriptive characteristics of classes, students, and reading programs in grades 1-6 in the 34 elementary schools in the Evaluation System. The data summarized here is for students in single grade classes only. Multi-grade and combination grade classes are not included. The total sample of single grade classes is 489. For 1975-76 and 1976-77, respectively the total samples of single-grade classes were 400 and 376. If samples of students and classes analyzed for 1975-76 and for 1976-77 have similar characteristics to the samples in this report, then the results can serve as a form of baseline data for evaluating changes in the performance or operation of the school system.

A. Percentages of Pretest (Fall 1977) and Posttest (Spring 1978) Reading Objectives Mastered [1/]

The average pretest percentage of reading objectives mastered for grades 1-6 was 48%. The average posttest percentage of objectives mastered for the same grades was 76%. Thus, on the average, classes in grades 1-6 showed an increase in mastery of 28% from pretest to posttest. These percentages are based on averaging the pretest and posttest means of the 489 classes.

Table 1 gives the average pretest and posttest percent of reading objectives mastered for each grade level over the past three years. It also gives the gain from pretest. In 1977-78, all grades had

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1/ Percentages were computed on matched pre-post test results only for students who took the same level test both times.

TABLE I

CLASS GAINS IN PERCENTAGE OF OBJECTIVES MASTERED
PRETEST TO POSTTEST BY GRADE LEVEL AND YEAR

Grade	Year	Number of Classes	Percentage of Objectives Mastered		
			Pretest	Posttest	Gain
1	75-76	71	55.94	81.17	25.23
	76-77	57	58.96	78.66	19.70
	77-78	81	56.98	82.51	25.53
2	75-76	55	60.92	80.87	19.95
	76-77	62	57.24	78.61	21.37
	77-78	92	52.93	79.73	26.81
3	75-76	71	66.65	79.13	12.48
	76-77	53	63.82	79.92	16.10
	77-78	87	43.58	77.96	34.38
4	75-76	70	62.15	74.77	12.62
	76-77	65	57.07	69.80	12.73
	77-78	78	38.70	73.07	34.37
5	75-76	74	60.38	70.28	9.90
	76-77	63	59.93	69.13	9.20
	77-78	74	45.13	71.33	26.20
6	75-76	59	59.68	65.12	5.44
	76-77	76	58.17	68.48	10.31
	77-78	77	49.20	70.87	21.67
1-6	75-76	400	61.00	75.00	14.00
	76-77	376	59.04	73.64	14.60
	77-78	489	47.90	76.15	28.25

higher gains than in the two prior years. However, it is important to note that pretest scores were lower in 1977-78, especially for grades 2-6. It can be seen in Table 1 that posttest averages for 1977-78 were not markedly different from those in the two previous years. The larger gains therefore were the result of the lower pretest scores.

B. The Number of Different Levels of PRT Tests Used in Classes

The average number of different levels of the PRT administered pre and post in 1975-76 in 400 classes, grades 1-6, was 2.2. In the 1976-77 sample of 376 classes it was 2.0. In 1977-78 it was 2.1. That is, each year, about 2 different levels of the PRT were administered pre and post in the average class. That number is based only on students receiving the same PRT level pre and post, and, of course, only on students for whom pre-post test data could be matched. It does not take into consideration cases in which a student was administered one test level in the fall and a different test level in the spring. The average number of different test levels administered per class in all three years was lowest in grade 1. The average number of different levels of PRT administered was larger in higher grades. These data are indicative of the continuing effort by teachers to use test levels appropriate to individual instructional levels. The PRT, as a criterion-referenced test, is intended to be selected according to the student's initial level of mastery and the reading objectives to be accomplished during the year.

C. Class Size

Class size, in this series of reports, has a very specific meaning. It is the number of students, with the same matched pre-post

test levels, whose data could be matched with a teacher and school. Thus, class sizes for purposes of this report were typically different from actual class sizes based on a membership count. The average "class size" (as defined) in the classes in this report was 25.3. It was of interest to note that the correlation of class size with the class average posttest percentage of reading objectives mastered was not significant. In the 1976-77 data, the class size-posttest correlation was significant only for the first grade classes; in 1975-76 it was significant only for the second grade. In general it would appear that there is little or no significant correlation between class size and class average posttest objectives mastered.

D. Average Absences of Students

The average class had an average of 11.4 days of student absences per student for the school year. There was, of course, substantial variation from class to class. We found, interestingly, significant correlations between the mean class absences and the mean class posttest percentage of reading objectives mastered only at grades 2 and 4. This does not mean, necessarily, that there was no relationship between absence and achievement for individual students. It means that variations in average amount of absence for the class as a whole did not appear significantly related to average posttest achievement of the class as a whole except for those two grade levels. The results obtained in the 1976-77 and 1975-76 data showed no significant correlation at any grade level.

E. Class Holding Rates

The class holding rate for students is the complement of the student turnover rate. The average holding rate (more exactly

speaking, the holding percentage) for 489 classes, grades 1-6, was 90%. There was very little variation in average holding rate from grade level to grade level. There was substantial variation among different classes at all grade levels. We found a significant correlation between holding rate and class average posttest percentage of reading objectives mastered only at the second grade level. This was not true of the 1975-76 and 1976-77 data, in which there were no significant correlations.

F. Percentages of Males and Females

The average class had 50% males and 50% females. The average percentage of females was lowest at the 1st grade level (47%) and highest at the 5th grade level (51%) for the classes described here. For the classes described here, there was no significant correlation between percentage of males and class average posttest percentage of reading objectives mastered.

G. Types of Reading Programs

Reading programs were typed according to the first and second most emphasized or frequently used reading materials with individual students at each grade level. The prevalence of different types of reading programs at each grade level was found by counting the number of students in each type of program (regardless of what classes the students came from). There was a total of 47 different programs reported for grades 1-6. The type of program varied from grade to grade, but the most prevalent program for all grade levels was a Basal series used with Linquistic/Phonics materials (Table II). Of 12,230 students, grades 1-6, 36.4% were reported as having a

TABLE II

THE FIVE MOST PREVALENT READING PROGRAMS, 1977-78, IN PERCENT OF STUDENTS*

Grade	Number of Students	Basal and Linguistic/ Phonics	Basal and Supplementary Materials	Basal and Individualized Reading	Basal Only	Linguistic Phonics Only	All Others
1[a]	1,819	41.1%	7.8%		6.5%	10.2%	23.1%
2[b]	2,390	38.4	11.2	9.3%	10.5	8.0	14.6
3[c]	2,181	39.2	15.7	12.7	11.4		14.8
4	2,010	26.8	13.7	25.9	10.3	5.0	18.3
5	1,868	42.2	13.3	15.0	7.9	5.6	16.0
6[d]	1,962	30.6	23.2	13.3	9.3		17.4
1-6	12,230	36.4	14.2	12.8	9.4	4.8	17.2

* These percentages are based only on students with valid and complete reading program codes. Unknown and invalid codes (excluded here) amount to 22% of the total number of cases in the file for 1977-78 and are included in the Technical report.

a) Basal and Language Experience (11.3%) was also prevalent in grade one.
b) Basal and Language Experience (8.0%) was also prevalent in grade two.
c) Basal and Programmed/Structured (6.2%) was also prevalent in grade three.
d) Linguistic/Phonicsand Supplementary (6.2%) was also prevalent in grade six.

Basal-Linguistic/Phonics program. The second most prevalent program was a Basal series used with Supplementary materials (14.2%), and the third most prevalent program was a Basal series used with Individualized Reading materials (12.8%). Programs using only a Basal series ranked 4th in prevalence (9.4%). Programs using only Linguistic/Phonics materials were the 5th most prevalent (4.8%). These five main types of reading programs accounted for 77.5% of all the types of reading programs (as defined) reported for grades 1-6.

Other types of programs reported were relatively low in frequency of occurrence in the sample of students described here. Overall, the most prevalent type of material reported across all six grades was a basal, either used alone or with one or more other types of materials. This was also true for 1975-76 and 1976-77.

Results of evaluations of the more prevalent types of reading programs over a two and three-year period (1975-76, 1976-77, 1977-78) are given in Chapter VI.

IV. FACTORS AFFECTING THE ACHIEVEMENT OF READING

As noted above, the present study parallels those reported earlier dealing with the 1975-76 and 1976-77 data. One major aspect of the earlier studies was the attempt to determine what factors contribute significantly to reading performance as measured at the end of the school year. A similar effort, using the same basic approach to data analysis, was used in connection with the 1977-78 data. As before, classes were analyzed as units, using class means. The posttest reading score (class average percentage of reading objectives mastered in the spring) was used as the criterion for reading performance, and a series of regression analyses were run to determine what factors in the school settings or in the behavior or background of the classes would help us to significantly predict this posttest score. That is, what factors are important contributors to reading performance in classes? A series of three regression analyses, with posttest score as the criterion, were run. Each examined the effects of the same 21 potential contributing variables that were involved in the previous studies. The first analyses examined the effects of these variables across all six grades involved in the study. The second and third regression analyses involved, respectively, the primary grades (grades 1-3) and the intermediate grades (4-6) separately. The effects of grade level and pretest reading performance (at the beginning of the school year) were statistically controlled in order to examine the effects of other potentially important variables on the reading score. Results showed that there were several important factors contributing to reading performance when examined across <u>all six grades</u>. In particular:

1. Classes in which students have a higher average interest in reading and in which students do greater amounts of outside reading have higher posttest scores in reading. These results are consistent with those for

both 1975-76 and 1976-77 data. While we cannot be entirely sure from present data of the cause-effect relationships involved, it would seem appropriate to inform teachers that they should do whatever is possible to increase the level of students' interest in reading and encourage students to engage in as much outside reading as possible.

2. Classes having low levels of teacher turnover (i.e., usually having the same teacher throughout the school year) and those with low teacher absence rates have higher reading performance scores. These results provide a statistical basis for encouraging teachers to minimize absences. However, it must be noted that these results were not seen in data for the previous two years and should be replicated in future years before action is taken.

3. Classes with lower percentages of students receiving free lunch (a rough measure of socioeconomic level) have higher reading performance scores.

4. Classes having few pupils who need extra help and those with relatively large numbers receiving reading instruction beyond that given by the classroom teacher have higher reading performance scores. The latter variable has potential practical implications, suggesting that larger amounts of extra help may, in fact, enhance reading performance. However, neither of these two results was significant in the previous two years, and thus both should be replicated before action is taken.

5. For the primary grades, homogeneity of grouping (low test level count) is predictive of higher reading performance scores. This variable has clear practical implications. However, it has not been consistently significant in previous years and should therefore be interpreted with caution.

6. For the primary grades, high teacher absence rate is associated with low reading performance.

7. Also for the primary grades, the greater the percentage of students receiving free lunch, the lower the reading performance. This variable has interesting implications, but further study would be needed before the nature of any appropriate action could be determined.

8. Classes with students who read more on their own have higher reading posttest scores. Consistently significant across all three years, this variable should be carefully attended to. Steps might be taken to assure that substantial amounts of interesting and appropriate reading materials are available for extra reading in each classroom and that teachers are trained to encourage students to utilize this material.

9. Primary grade classes having a low need for extra help and those actually receiving larger amounts of extra help have higher reading performance. This suggests that the availability of extra help and its utilization by teachers may be most helpful in increasing reading performance scores. It is recommended, however, that these results be interpreted with caution until they have been replicated in data for a future year.

10. Results of a separate analysis of the intermediate grade data revealed that only the two control variables, pretest score and grade, were statistically significant. This indicates the importance of controlling for these variables in analyses for future years and may also suggest the need to add new variables to the Evaluation System in order to increase our predictive power for the intermediate grade reading posttest scores.

V. FACTORS AFFECTING READING INTEREST IN CLASSES

As in the earlier reports of the 1975-76 and 1976-77 studies, each child's interest in reading was assessed by asking the teacher to provide a subjective rating of his or her impression as to how interested the child is in reading. In an effort to determine what factors might help the school system to stimulate increased interest in reading on the part of the individual child in future years, the class average reading interest score was entered as the criterion variable in a series of three regression analyses, again using classes as the unit of analysis. As with the posttest reading performance score, separate analyses of reading interest were done across all six elementary grades, and separately for the three primary grades and the three intermediate grades. Nine sets of predictor variables were entered into the analyses. The nine sets were: pretest reading performance score, grade, number of test levels in the classroom, classroom characteristics, teacher characteristics, percentage of students receiving free lunch, reading behaviors, learning barriers, and classroom environment. Results showed that several of these sets, and a number of individual variables within the sets, are important predictors of reading interest scores, though the exact predictors differ somewhat between the primary and intermediate grades

As in the earlier study, regression analysis was done in such a way as to control for the effects of reading pretest score and grade before examining possible effects of other variables. The major findings of the study of interest ratings were as follows:

1. Classes with higher reading pretest performance scores had higher interest in reading. This may mean that previous proficiency in reading increases interest, that a high degree of interest is likely to lead to better performance, or that the two variables interact. In the latter case, reading interest increases the amount of reading, which increases proficiency,

leading to continued interest. In any case, it apparently is important to maintain reading interest in the effort to increase performance. The result was consistent in all three years of analysis.

2. Lower class absence rates were predictive of higher reading interest. This was particularly true in the intermediate grades, a finding consistent with both previous years of study. Efforts on the part of the teacher to increase reading interest may lead to lower class absence rates or, alternately, other variables that mediate reduced class absence may also tend to increase reading interest.

3. As in the 1976-77 data, the classes with lower percentages of male students tend to have higher levels of reading interest. Socioculturally, females may be encouraged more than males to develop early academic interest.

4. Classes with lower teacher turnover rates and lower teacher absence rates have higher average reading interest. It may be important to inform teachers of this finding, since it could affect their decisions concerning optional absences. However, since these two variables have not been entirely consistent across the three years of study, they should be interpreted with caution.

5. Classes with higher percentages of free-lunch students, and hence presumably lower socioeconomic levels, have lower interest in reading.

6. Consistent with both previous years of study, classes having a high need for extra help tend to have low interest in reading. This is true in both primary and intermediate grade levels and may suggest that the likelihood of need for extra help should be a factor to be considered in the grouping of students into classes in future years.

7. Classes with less variability in the levels of reading material used have higher interest in reading. Thus, the more homogeneous the grouping

as far as the students' reading levels, seemingly, the greater the reading interest. The result will need to be replicated in future years before being considered entirely reliable.

8. Self-contained classrooms are more closely associated with higher reading interest than open space classrooms, especially at the intermediate grade level.

VI. INITIAL EVALUATIONS OF SELECTED TYPES OF READING PROGRAMS

Using the 1976-77 and 1977-78 Evaluation System data, and where possible the 1975-76 data, evaluations of types of reading programs were made at each grade level for which there were generally sufficient sample sizes. Overall, the results obtained are important for two main reasons. First, they provide indications of how different types of reading programs appear to work. Second, they implicitly provide guidelines for dealing with the complexities of evaluation of individualized programs such as CBC. Below is a summary of the main findings. Detailed results may be found in the Technical Report.

A. Types of Reading Programs Evaluated

The evaluation of types of reading programs has involved comparing the adjusted posttest reading achievement scores (percentages of reading objectives mastered) of samples of students whose teachers used the same types of reading materials with those students. Students at each grade level were considered to have the same type of reading program if their most frequently used and next most frequently used reading materials were of the same types. These are illustrations of types of reading programs:

- Basal-Language Experience: a basal series and a language experience material (for example: A Bank Street Reader supplemented with Experience Charts);
- Basal-Linguistic/Phonics: a basal series and a linguistic/phonics material (for example: a Harper and Row Basic Reader supplemented by Lyons and Carnahan's Phonics We Use);
- Basal-Individualized Reading: a basal series supplemented with an individualized reading material (for example: a

Holt, Rinehart, Winston Basic Reading System material in conjunction with SRA Reading Lab material);

- Linguistic/Phonics-Supplementary Materials: a linguistic/phonics material with a material classified as supplementary (for example: Phono Visual supplemented with the D.C. Schools' Reading Comprehension Skills Exercises).

The Evaluation System's Student Reading Program Form in Appendix C lists a variety of materials classified under each main category or type. Table III shows by grade level the types of programs evaluated in 1975-76, 1976-77, and 1977-78. For technical and professional reasons, conclusions are drawn about differences in effectiveness, and recomendations or suggestions made, only when particular patterns of results continue for at least two consecutive years, with the pattern being statistically significant at least one of those years. When patterns change, data from the subsequent year or years will be needed to ascertain probable trends. By those criteria, the following are the conclusions to be drawn to date from evaluations of the 1975-76/1976-77/1977-78 data samples at each grade level. They pertain only to those types of reading programs with sufficient sample sizes (30 students or more) to be included in the evaluations three years or the last two years.

B. Findings

1. Grade One

a. Four types of programs have been evaluated both in 1976-77 and in 1977-78: Basal-Linguistic/Phonics, Basal-Programmed/Structured, Basal-Language Experience, and Linguistic/Phonics only.

TABLE III

TYPES OF READING PROGRAMS EVALUATED IN 1975-76, 1976-77, and 1977-78

BY GRADE

Type of Reading Program	Grade 1	2	3	4	5	6
1. Basal only	5,6	5,6	5,6,7	5,6,7	5,6,7	5,6,7
2. Basal-Linguistic/ Phonics	5,6,7	5,6,7	5,6,7	5,6,7	5,6,7	5,6,7
3. Basal-Programmed/ Structured	5,6,7	5,6,7	5,7			
4. Basal-Language Experience	5,6,7	6,7	6,7		5,6	
5. Basal-Individualized Reading		6,7	5,6,7	5,6,7	5,6,7	5,6,7
6. Basal-Supplementary Materials	5,7	5,6,7	5,6,7	5,6,7	5,6,7	5,6,7
7. Basal-Special	7					
8. Linguistic/Phonics Only	6,7	5,6,7	6,7	6,7	6,7	5,6
9. Linguistic/Phonics-Basal	5	6,7				
10. Linguistic/Phonics-Individualized Reading				6	5	
11. Linguistic/Phonics-Supplementary Materials	6					6
12. Supplementary Materials only						6
13. Programmed/Structured-Basal		5				

Key: 5, 6, 7 = The year the type of program was evaluated.
5 = The year 1975-76
6 = The year 1976-77
7 = The year 1977-78

b. There have been no significant differences in effectiveness on the average associated with Basal-Linguistic/Phonics and Basal-Programmed/Structured when they were compared with each other. Indeed, this result has held over the three-year period.

The evidence thus indicates that teachers can use whichever type they believe is best for them and their students with the understanding that on the average these two types have been found to be comparable in effectiveness. Decision-makers should understand, however, that the results for the Basal-Programmed/Structured approach have been based on relatively small samples of students from a small number of teachers who may have been especially trained in the approach. Thus, the training and experience of the teacher should be given particular consideration in deciding among approaches.

c. The results for a Basal-Language Experience type of program over two years have not been consistent relative to the other types of programs. Students in that type of program have, however, consistently shown the largest absolute gains both years, compared to students in the other programs. As with the Basal-Programmed/Structured approach, the Basal-Language Experience results may have shown the influence of the work of a small number of teachers. Thus, again, particular attention should be given to the familiarity of teachers with the approach when making a decision about employing it.

d. Results for the Linguistic/Phonics only type of reading program have been mixed over the period of 1976 to 1978. Based on adjusted posttest means, it ranked next to lowest in 1976-77, and highest in 1977-78. But it also had the lowest average pretest scores in

1976-77, and above average scores in 1977-78. Furthermore, sample sizes have been small compared to samples in the other programs compared. Data from further samples are needed before conclusions should be drawn about the relative effectiveness of this type of program.

2. Grade Two

a. The types of programs evaluated for 1976-77 and 1977-78 were: Basal-Linguistic/Phonics; Basal-Programmed/Structured; Basal-Language Experience; Basal Individualized Reading; Basal-Supplementary; Linguistic/Phonics only; and Linguistic/Phonics-Basal.

b. The evidence over two years suggest that a Linguistic/Phonics-Basal type of program has tended to be more effective than a Basal-Programmed/Structured, a Basal-Individualized Reading and a Basal-Language Experience type, expecially for students who score average or above on the PRT in the fall; and more effective than a Basal-Supplementary type, especially for students who score average or below in the fall. Again, however, it is important to keep in mind that the results for Linguistic/Phonics-Basal may be a combination of teacher and program effects. Thus, teacher training and experience should be particularly considered in decision-making about that type of program.

c. Over the periods 1976-77 and 1977-78, performance relationships have been inconsistent between the following types of programs:

1) Basal-Linguistic/Phonics and: Basal-Language Experience, Basal-Individualized Reading, and Basal-Supplementary;

2) Basal-Programmed/Structured and Linguistic/Phonics only;

3) Basal-Language Experience and: Basal-Linguistic/Phonics, Linguistic/Phonics only;

4) Basal-Individualized Reading and: Basal-Linguistic/Phonics, Linguistic/Phonics only;

5) Basal-Supplementary and Linguistic/Phonics only;

6) Linguistic/Phonics only and: Basal-Programmed/Structured, Basal-Language Experience, Basal-Individualized Reading, Basal-Supplementary.

Thus, the Evaluation System cannot yet provide conclusions or statements about the relative effectiveness of those alternatives.

d. The evidence over two consecutive years indicates reason to believe that the following groups of program types tend to produce comparable results, as measured by adjusted percentage of objectives mastered in the spring on the PRT. Each program is listed in order with the programs that have been found comparable to it:

1) Basal-Linguistic/Phonics and: Basal-Programmed/Structured; Linguistic/Phonics only, Linguistic/Phonics-Basal;

2) Basal-Programmed/Structured and: Basal-Linguistic/Phonics, Basal-Language Experience, Basal-Individualized Reading, Basal-Supplementary;

3) Basal-Language Experience and: Basal-Programmed/Structured, Basal-Individualized Reading, Basal-Supplementary;

4) Basal-Individualized Reading and: Basal-Programmed/Structured, Basal-Language Experience, Basal-Supplementary;

5) Basal-Supplementary and: Basal-Programmed/Structured, Basal-Language Experience, Basal-Individualized Reading;

6) Linguistic/Phonics only and: Basal-Linguistic/Phonics, Linguistic/Phonics-Basal;

7) Linguistic/Phonics-Basal and Basal-Linguistic/Phonics, Linguistic/Phonics only.

It should be noted that samples of students both years have been such that Basal-Programmed/Structured, and Linguistic/Phonics only, results may have been particularly influenced by a teacher effect as well as a program effect.

3. Grade Three

a. Six types of programs had adequate sample sizes to be included in the 1976-77 and 1977-78 analyses: Basal only, Basal-Linguistic/Phonics, Basal-Language Experience, Basal Individualized Reading, Basal-Supplementary, and Linguistic/Phonics only.

b. Over the two-year period, results have indicated that for students who scored above average on pretest, a Linguistic/Phonics only type of program has been more effective than the others mentioned (a) above. There have also been indications that for students who score very low on pretest, a Linguistic/Phonics only type of program may have been less effective than those listed.

c. Results have indicated that a Basal-Individualized Reading type of program has been associated with greater effectiveness than a Basal-Linguistic/Phonics and a Basal-Language Experience type with students who score below average on pretest; it has been comparable in performance with a Basal only and Basal-

Language Experience type for students throughout the pre-test range.

d. Over the two year period the following have been comparable to each other in effectiveness: Basal-Linguistic/Phonics, Basal-Supplementary, and Basal-Language Experience.

e. A Basal only type of program has been comparable in effectiveness to a Basal-Individualized Reading type.

f. Based on two years of comparisons, the performance relationships of the following have been inconsistent:

1) Basal only and: Basal-Linguistic/Phonics, Basal-Language Experience, Basal-Supplementary;

2) Basal-Individualized Reading and Basal-Supplementary.

Groups using Basal only for the two years may, like the groups using Linguistic/Phonics only, have particularly shown the influence of a small number of teachers, as well as the effects of the type of program. The samples also had different average pretest characteristics each year, being somewhat below average in 1976-77 and next to highest in 1977-78. Therefore, further samples of students with more generalizable characteristics for that type of program will be needed to establish consistent relationships with other types. Similar considerations apply to the Basal-Individualized Reading type.

4. Grade Four

a. Five types of programshave been compared in 1976-77 and 1977-78: Basal only, Basal-Linguistic/Phonics, Basal-Individualized Reading, Basal-Supplementary, and Linguistic/Phonics only.

b. Both in 1976-77 and 1977-78, a Basal only type of program has been less effective with above average students than a Basal-Individualized Reading and a Linguistic/Phonics only type; it has been comparable in effectiveness to a Basal-Supplementary type with most students.

c. The evidence suggests that a Linguistic/Phonics only type of program is more effective with above average students than a Basal only and a Basal-Supplementary type. There may have been some teacher effect as well as program effect in the Linguistic/Phonics only sample results for the two years, but performance relationships of that type of program to others have been consistent.

d. A Basal-Linguistic/Phonics type of program has been comparable in effectiveness to a Basal-Individualized Reading type. It has been less effective with above average students than a Linguistic/Phonics only type.

e. A Basal-Individualized Reading type of reading program has been comparable to a Basal-Linguistic/Phonics and a Basal-Supplementary type with most students. Indeed, those relationships have occurred over three years as well as the past two.

f. Over a two-year period, the performance relationships have not been consistent between the following:

    1) Basal only and Basal-Linguistic/Phonics;

    2) Basal-Linguistic/Phonics and: A Basal-Supplementary and Linguistic/Phonics only.

5. Grade Five

a. Five types of programs have been compared in 1976-77 and 1977-78: Basal only, Basal Linguistic/Phonics, Basal-Individualized Reading, Basal-Supplementary, and Linguistic/Phonics only.

b. With two exceptions, the five types have been comparable to each other in effectiveness over a two-year period: Basal only, Basal-Linguistic/Phonics, Basal-Individualized Reading, Basal-Supplementary, and Linguistic/Phonics only. The exception has been that a Basal-Individualized Reading type of reading program has given evidence of being more effective than a Basal only type, and a Basal Linguistic/Phonics type has appeared more effective than a Basal-Supplementary type.

c. A Linguistic/Phonics type is the most likely of the four programs to have been influenced by the work of the same teacher each year. Thus, the performance results for this type of program are the most likely of the four to reflect particular teacher effects as well as program effects.

6. Grade Six

a. Four types of programs have been evaluated in 1976-77 and 1977-78: Basal only, Basal-Linguistic/Phonics, Basal-Individualized Reading, and Basal-Supplementary.

b. The following types of programs have been comparable to each other in performance effectiveness: Basal only, Basal-Linguistic/Phonics, and Basal-Individualized Reading. That relationship has also been true over a three year period as well.

c. Performance relationships have been inconsistent between a Basal-Supplementary type of program and the other three types listed in(b). The Basal-Supplementary type of program results may particularly have been a combination of teacher and program effects, as well as of the effects of particular types of students involved. Further, more

generalized samples are needed to clarify performance characteristics of the Basal-Supplementary type of program at this grade level.

7. The results of analyses of the 1975-76, 1976-77, and 1977-78 data generally suggest that students who have received extra help in reading have gained at the same rate as those who have not. There is indication that at least at some grade levels the effectiveness of extra help may depend on the main type of reading program that the student receives. Students who have received extra help usually have been those with relatively low scores on the PRT Pretest. Thus, while gaps between those two categories of students have generally not closed at posttest, neither have they widened.
8. Decision-makers should bear in mind that all conclusions about program effectiveness have been based on analyses of samples of students who were given the same level of PRT in the fall and in the spring. Future evaluations will include students who were given different pre-post PRT test levels. Future evaluations will also take into account more specific characteristics of reading programs than just the general types of materials, reading level of materials, and pretest scores of students. At this stage in the development of the Evaluation System, evaluations have been limited simply to comparisons of major types of reading programs that are the most prevalent in the D.C. Schools. It is assumed that different types of programs imply different theories and methods of reading instruction. The assumption, however, has not yet been tested empirically by the Evaluation System. Finally, no distinction has been made within program samples at a given

grade level between students who received different levels of the PRT.

9. In making decisions about choices of reading programs, decision-makers should therefore seriously consider the findings to date but not feel compelled to act upon them mechanically in all cases. As noted throughout, the findings are based on average outcomes. Furthermore, the decision-maker needs to keep in mind that statements about the effectiveness of types of reading programs mean average effectiveness associated with them, not necessarily caused by them. Other data considered pertinent and important in making program choices should also be taken into consideration. These would include the training that teachers have had in particular methods of and approaches to reading instruction.

VII CONCLUSIONS

Data from the 34 elementary schools in the Evaluation System were analyzed separately for the school years 1975-76, 1976-77, and 1977-78. As with the 1975-76 and 1976-77 reports, the 1977-78 findings have been presented in a two part report: a summary report and a technical report. Conclusions stated here are based on findings for 1977-78, per se, and in relation to findings for the two prior years.

A. Reading Achievement and Testing

1. In 1977-78, the average percentage of total possible reading objectives mastered in the fall on the Prescriptive Reading Test (PRT) by 489 classes of students in Grades 1-6 was 48%.* The average percent of total possible reading objectives mastered by the same classes and students in the spring was 76%. Thus, during the year, classes on the average showed an increase of 28% in the mastery of the total possible objectives from fall to spring.

2. The average percentage of objectives mastered at pretest in 1977-78 was markedly lower than for 1976-77 and for 1975-76. The average percentage of objectives mastered at posttest, however, was only slightly higher (1-2%) than for those two years. Therefore, one should not conclude that the average gain of 28% in 1977-78 was twice as good as the average gains of 14-15% in the two prior years. It is not yet possible to conclude why the average pretest scores were so much lower in 1977-78 than in the previous years. For the two previous years there had been no appreciable difference in average percentage of objectives mastered on the pretests.

3. In 197,-78, the average pretest percentage of reading objectives mastered was higher for Grades 1-3 than for Grades 4-6: 51% compared to

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*All conclusions for all three years are based on analyses of data from students who received the same level of PRT in the fall and in the spring. They constitute about 70% of all students in the 34 schools.

44%. The average posttest percentage of objectives mastered was also higher for the primary than for the intermediate grades: 80% compared to 72%. Because of those differences, the average percentage of objectives gained for the two groups of grades was very similar: 29% compared to 27%. In the two previous years, classes in the primary grades had a markedly larger average gain than the classes in the intermediate grades: 19% compared to about 10%. But those differences were based on similar average pretest scores. Thus, it would not be defensible to draw conclusions about changes in the gains of the primary grades in relation to the intermediate grades.

4. For 1977-78, results of all six grades show that the greatest pre-post gain in reading scores occur in classes which:

a) have low levels of teacher turnover;

b) have low teacher absence rates;

c) have lower percentages of students receiving free lunch;

d) have fewer pupils needing extra reading help and relatively large numbers receiving extra reading instruction.

5. In 1977-78 homogeneity of grouping (low test level count) and greater amounts of self-initiated reading, particularly in the primary grades, are predictive of higher posttest performance scores.

6. For 489 classes, Grades 1-6, teachers administered an average of 2.1 different levels of the PRT per class in the fall and spring testing in 1977-78. That compares with 2.0 in 1976-77, and 2.2 in 1975-76. These are minimum averages, since in all three cases the averages are based only on students who took the same level of test in the fall and spring.

B. Interest in Reading

As has been reported previously, higher interest in reading, on a class average basis, is predictive of increased reading achievement. It

is therefore important to be concerned with those factors that have a high correlation with reading interest. Results of regression analysis for the 1977-78 year show that class average interest in reading is significantly greater in classes which:

a) have higher reading pretest scores. This was also true for 1975-76 and 1976-77.

b) have lower class absence rates, particularly in the intermediate grade level. This was also true for the two prior years.

c) have a lower percentage of male students.

d) have lower teacher turnover and teacher absence rates.

e) have a lower percentage of students receiving free lunch.

f) have a lower need for extra help in reading. True for both prior years.

g) have less variability in the levels of reading materials used.

h) are self-contained, as opposed to open space, particularly at the intermediate grade level.

C. Evaluations of Selected Types of Reading Programs

1. Commonly used types of reading program at each grade have been compared for two, and in some cases, three consecutive years (1975-76, 1976-77, and 1977-78). Using the results of these analyses, it has been possible to suggest guidelines to be considered by decision-makers in selecting types of reading programs. The guidelines suggested for each grade level are listed under "Findings" in Section VI of this Summary Report.

2. The guidelines, which are based on the application of a proposed set of decision rules for interpreting the results of evaluations for two consecutive years, consist of three kinds of statements:

   a) an identification of types of reading programs which have consistently appeared to be more, or less, effective than other types for specified types of students;

   b) an identification of types of reading programs which have consistently appeared to be comparable in effectiveness for specified types of students;

   c) an identification of types of programs about which the evidence is still unclear because of marked changes in relative effectiveness from one year to the next (further evaluations are needed in subsequent years to clarify the effectiveness relationships of these types of programs).

3. All guidelines have come from the analysis of pre and posttest PRT scores of students who were administered the same level of test in the fall and in the spring. They have come from measures of effectiveness consistently associated with different types of reading programs but not necessarily caused by them. Future evaluations of effectiveness will take into consideration students who were administered different levels of the PRT in the fall and in the spring. They will also take into consideration additional factors, other than pretest score and the grade level of the reading materials used, that may influence the observed comparative effectiveness of different types of reading programs with different types of students.

4. The present guidelines should be considered by decision-makers along with other pertinent and important information when they are making decisions about the types of reading programs to use at each grade level. The guidelines are not to be viewed as rigid prescriptions, but as aids to decision-making.

5. The methods of the Evaluation System have been found to yield results that make the continuation and expansion of the Evaluation System warranted. Continuation and expansion can be expected to lead to more detailed and specific guidelines for choosing and implementing reading programs.

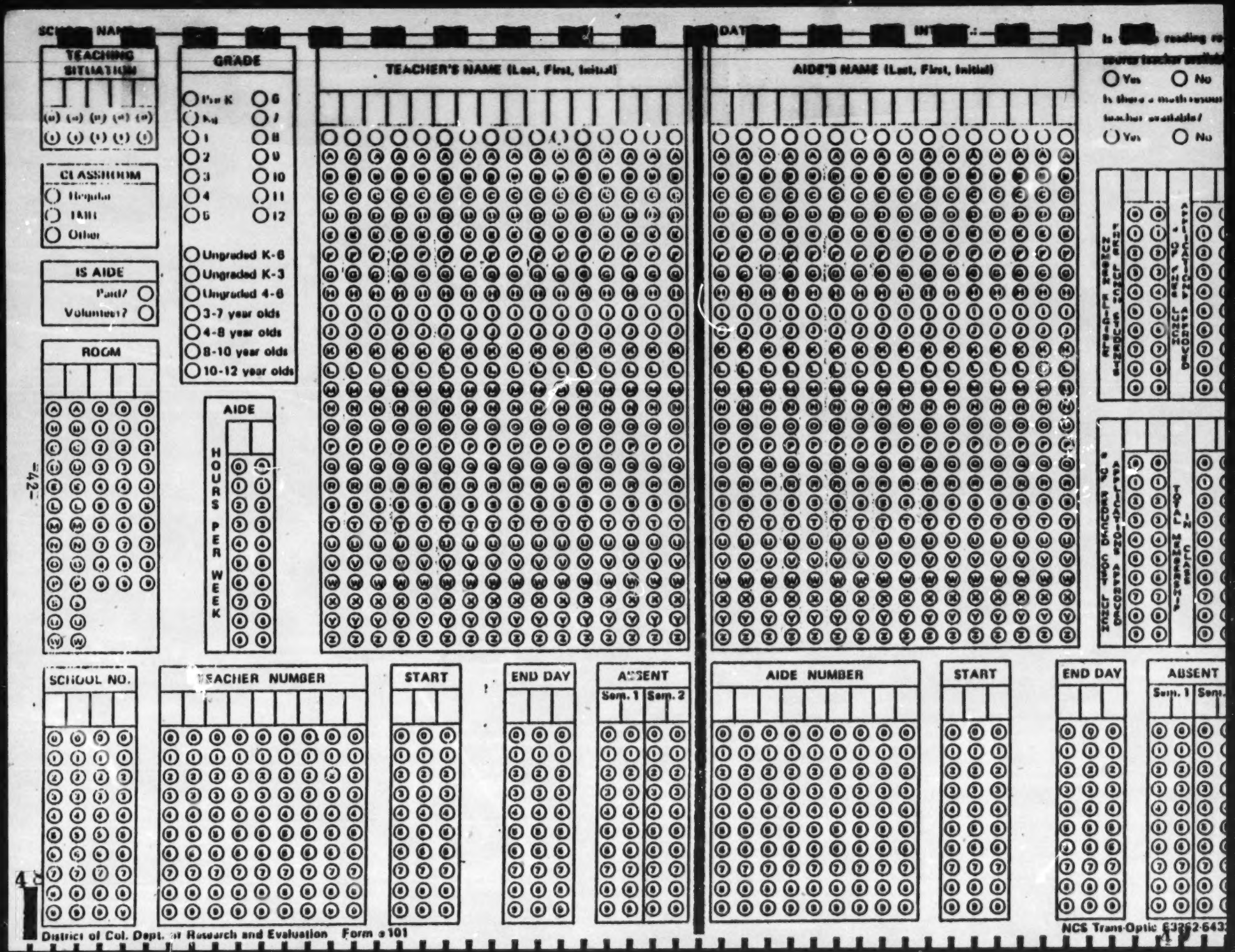
APPENDIX A

EVALUATION SYSTEM
LIST OF PARTICIPANT SCHOOLS SCHOOL YEAR 1977-78

Region I (N=7)	Beers
	Congress Heights
	Friendship
	Hendley
	McGogney
	Malcolm X
	Savoy
Region II (N=10)	Amidon
	Bancroft
	Bowen
	Hardy
	Hyde
	Key
	Lafayette
	Mann
	Stoddert
	Syphax
Region III (N=4)	Benning
	Davis
	Thomas
	Weatherless
Region IV (N=5)	Blow
	Goding
	Miner
	Walker-Jones
	Wilson, J.O.
Region V (N=4)	Bruce-Monroe
	Cleveland
	Meyer
	Petworth
Region VI (N=4)	Bunker Hill
	Noyes
	Shaed
	Whittier

Total Schools = 34

APPENDIX B



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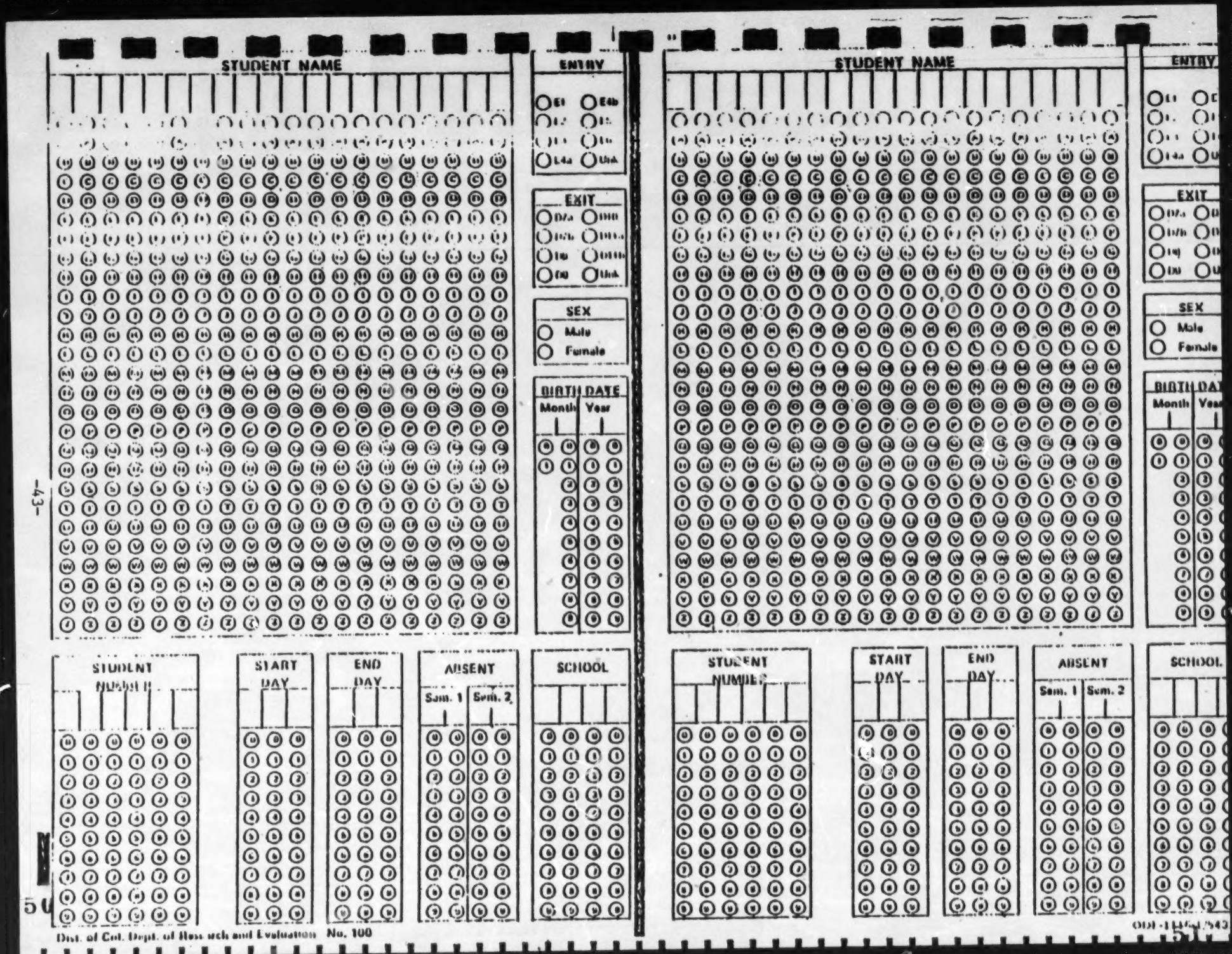
District of Col. Dept. of Research and Evaluation Form a101



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APPENDIX C

DISTRICT OF COLUMBIA DEPARTMENT OF RESEARCH AND EVALUATION FORM #201

GRADE: Pre-K, Kg, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, Ungraded K-6, Ungraded K-3, Ungraded 4-6, 3-7 year olds, 4-8 year olds, 6-10 year olds

TEACHER'S NAME (Last, First, Initial)

TEACHER NUMBER

DATE: Month, Year

How many of your students are receiving regular reading instruction from another teacher?

ROOM

SCHOOL #

The following questions pertain to your family or home-room class.

Often students have needs or problems that affect the teacher's instructional program or the students' ability to learn:

a. As a result, have you referred any of your students this year to any of the following?

- ○ Principal
- ○ Counselor
- ○ Health Specialist (Nurse)
- ○ Speech Therapist
- ○ Pupil Personnel Worker
- ○ Visiting Instructor
- ○ Special Teacher(s) (Reading, Math Specialists, etc.)
- ○ School Psychologist
- ○ Social Worker
- ○ Aides (Educational, Title I, Health, Community, etc.)
- ○ None
- ○ Other (Specify) _____

b. Please mark the number of students you referred this year because they had learning problems in one of the following categories: Reading; Math; Speech; Language Arts; Other

	1 - 3	4 - 6	7 - 9	10 or more
Reading	○	○	○	○
Math	○	○	○	○
Speech	○	○	○	○
Language Arts	○	○	○	○
Other	○	○	○	○

c. Please mark the number of students you referred this year because they had learning barriers in one of the following categories:

	1 - 3	4 - 6	7 - 9	10 or more
Behavior*	○	○	○	○
Attendance	○	○	○	○
Truancy	○	○	○	○
Nutrition	○	○	○	○
Drugs	○	○	○	○
Home or Community	○	○	○	○
Child Abuse	○	○	○	○
Economic Conditions (Clothing, shoes, etc.)	○	○	○	○
Medical/Physical Health (Vision, Sickness, Dental, Pregnancy, Injury, etc.)	○	○	○	○

d. (Answer only if you have made NO referrals)
Why haven't you made referrals?

Learning Problems
Learning Barriers

- ○○ None of my students had a need to be referred
- ○○ I prefer to deal with the problems of my students myself if at all possible.
- ○○ The necessary special teachers were not available
- ○○ There was no counselor available.
- ○○ There was no health specialist available (nurse, health aide, etc.)
- ○○ There is a lack of response to referrals
- ○○ I lack confidence in our referral system
- ○○ I lack confidence in the resource personnel.
- ○○ The referral procedures are poor.
- ○○ We are encouraged by the school's policy to handle our own classroom problems.
- ○○ Other

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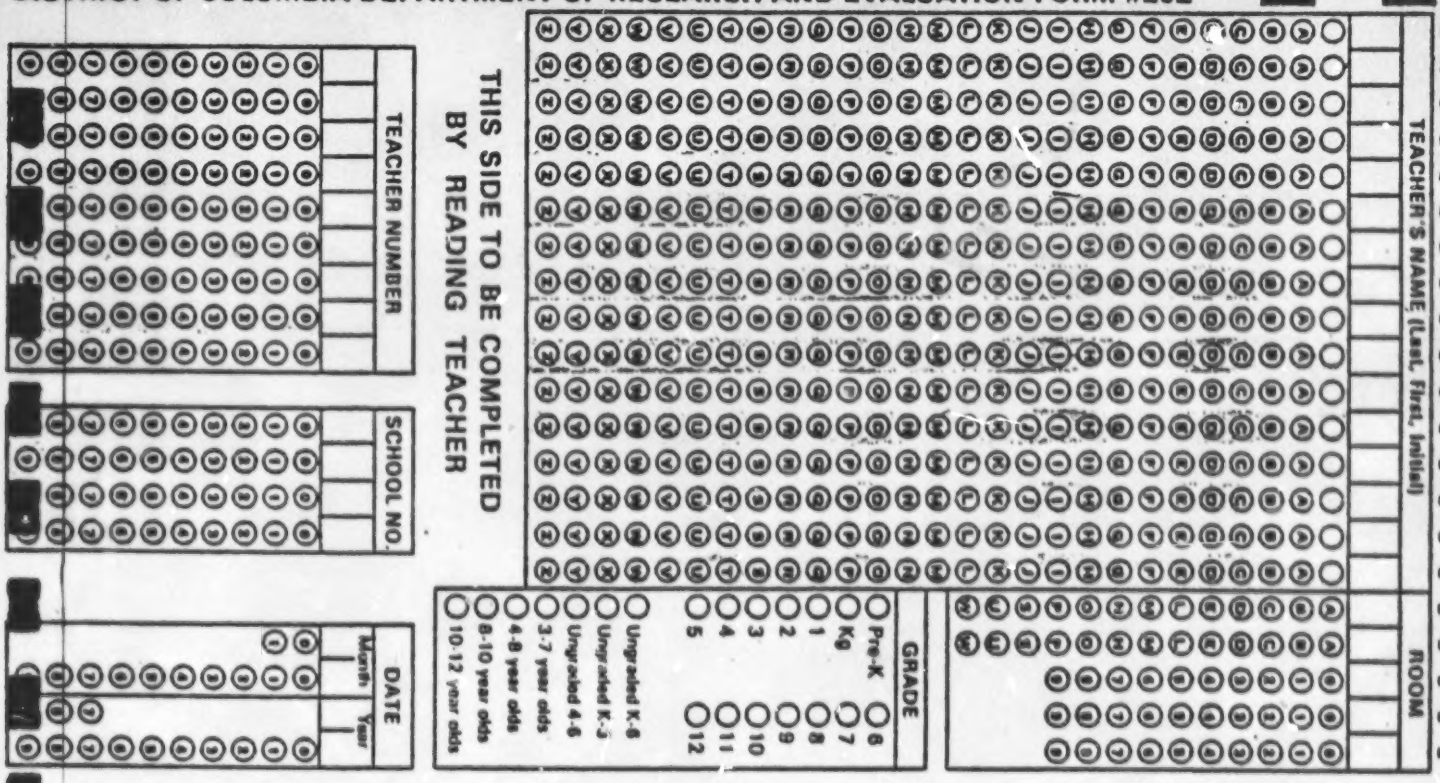
DISTRICT OF COLUMBIA DEPARTMENT OF RESEARCH AND EVALUATION FORM #202



1. How many regular reading classes do you teach during the school day?
   - one
   - two
   - three
   - four
   - five
   - six
   - seven
   - eight

2. If you teach only one reading class during the day, during what time of the day is it taught?
   - before 10 am
   - between 10 am and noon
   - afternoon

3. How long have you been the reading teacher for your class or classes this year?
   - less than 1 month
   - 1 month
   - 2-3 months
   - 4-5 months
   - 6-7 months
   - 8-9 months

4. Have you been teaching your reading class or classes by a team teaching approach this year?
   - yes
   - no
   - no, but we exchange students for reading

5. Have you taught any reading skills objectives for your class this year other than those on the attached list?
   - yes
   - no

6. If yes, what percent of the reading skills objectives you taught were not contained in the attached PRT listing?
   - less than 10%
   - 10% to 20%
   - 21% to 30%
   - 31% to 40%
   - 41% to 50%
   - 51% to 60%
   - 61% to 70%
   - 71% to 80%
   - over 80%

7. Did you teach PRT skills objectives from more than one of the test levels this year?
   - yes
   - no

8. Were you free to choose the reading skills objectives taught in your class(es) this year?
   - totally
   - to a great extent
   - to some extent
   - no

9. To what extent do you coordinate your instructional reading program with others in the school who also work with any student in your reading class or classes? (Mark all those that apply)

OTHER PERSONS WHO HELP MY STUDENTS IN READING

totally	to a great extent	to some extent	not at all	
○	○	○	○	The child's family or homeroom teacher (if you are not that person)
○	○	○	○	The reading specialist(s)
○	○	○	○	The reading resource teacher(s)
○	○	○	○	The reading aide(s)
○	○	○	○	The reading tutor(s)
○	○	○	○	Others (Specify) _____

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[redacted]

If you are not this student's family or homeroom teacher, please print your name and the name of the aide who helps you in the reading class, and group (if) you have one.

Teacher

Aide

Section

STUDENT ID NUMBER

TEACHER NUMBER

SCHOOL

STUDENT NAME

B. 1. How many months has the child been in your class this year?

○ Less than one month ○ 1 month ○ 2 months ○ 3 months ○ 4 months
○ 5 months ○ 6 months ○ 7 months ○ 8 months

B. 2. Is this child in need of extra help in reading?

○ Yes, very much ○ Yes, somewhat ○ No

B. 3. THIS YEAR from what sources OTHER THAN YOU has this child received reading instruction DURING THE REGULAR SCHOOL DAY? Please mark all applicable.

○ None, no extra help ○ College student tutor ○ Other elem. sch. student tutor ○ Don't know - new student
○ Reading specialist/reading resource teacher ○ Teacher aide tutor ○ Jr. high student tutor ○ Parent tutor
○ Service group tutor ○ Sr. high student tutor ○ Urban service corps tutor
○ Other

B. 4. To the best of your knowledge how many months has this help been provided by the sources marked above?

○ Less than one month ○ 1 month ○ 2 months ○ 3 months ○ 4 months
○ 5 months ○ 6 months ○ 7 months ○ 8 months

B. 5. How often each week does this child receive reading instruction from the sources listed above? Mark most appropriate.

○ 5 Days ○ 4 Days ○ 3 Days ○ 2 Days ○ 1 Day ○ Less than once a week

B. 6. If this child needs extra help in reading and is not receiving it, please mark the main reason.

○ No reading specialist/reading resource teacher ○ Lack of instructional materials ○ Other (please explain) _____
○ Lack of tutorial services ○ Lack of teacher aides _____
○ Lack of diagnostic information

D. Why are you using the materials listed on the reverse side of this form for this student?

○ They are the materials I have found most effective in the past.
○ They are the only materials most readily available in my school.
○ They are materials suggested or recommended by the principal or supervisor.
○ They are keyed to the school system reading objectives and criterion-referenced tests.
○ They are materials found most suitable to this student's needs.
○ I learned about the materials in an in-service program/workshop.
○ I selected them on the basis of my own diagnostic test and observations.
○ I selected them on the basis of standardized test results.
○ They are the materials used as part of the special program in this building.
○ Other

DO NOT WRITE OUTSIDE BOX

C. Aside from reading instruction, how often does this student read on his own in school? (library books, comics, etc.)

○ Often ○ Sometimes ○ Never

E. How would you assess this child's interest in reading?

○ Very interested
○ Moderately interested
○ Seldom interested
○ Not interested
○ Actively dislikes reading

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NCS Trans-Optic F3369-54321

STUDENT READING PROGRAM FORM

MARKING INSTRUCTIONS

1. Use black lead pencil only (No. 2½ or softer.)
2. Do not use ink or ballpoint pens.
3. Make heavy black marks that fill the circle completely.
4. Erase completely any mark you wish to change.
5. Do not make any stray marks on this sheet.

BASAL SERIES

101 Bank Street Readers – MacMillan
102 Basic Curriculum Series – Lippincott (McLeod, McCracken & Walcutt)
103 Betts Basic Readers – American Book Co.
104 Bookmark Reading Program – Harcourt, World & Brace
105 Ginn Basic Readers, 100 Edition (Russell, et. al.)
106 Ginn Basic Readers, 360 Program (Clymer, et. al.)
107 Harper and Row Basic Readers (Van Roekel, et. al.)
108 Houghton Mifflin – Reading for Meaning (McKee)
110 Lyons and Carnahan – Curriculum Motivation Series (Fay)
111 MacMillan Reading Program (Harris & Clark)
112 Reading Caravans – D. C. Heath Co. (Witty and Freeland)
113 Reading Experience and Development (Read) – American Book Co.
114 Scott, Foresman – Bright Horizons Reading Program
115 Scott, Foresman – Curriculum Foundation Series
116 Scott, Foresman – Open Highways Program
117 Sheldon Basic Readers – Allyn & Bacon
118 Cambridge Book Co. – Reading Series
119 D. C. Heath – Communications
120 Ginn Basic Readers, 300 Edition
121 Holt, Rhinehart, Winston – Basic Reading System
122 Houghton Mifflin – Interaction
123 MacMillan – Series R
124 New Dimensions in Education – Alfa Series
125 Scott, Foresman – Reading Systems
199 Other (Please specify when gridding in box below)

LINGUISTIC/PHONIC

201 Basic Reading Series – SRA – (Pig in a Jig Books)
202 Lippincott – Basic Reading
203 Merrill Linguistic Readers (Fries, Wilson & Rudolph)
205 Open Court Foundation Program
206 Palo Alto Reading Program – Harcourt, Brace & World
207 Phonetic Keys to Reading Series – The Economy Co.
208 Phonics We Use – Lyons and Carnahan
209 Phono Visual – Phono Visual Products
211 Readiness in the Language Arts (RLA) – Cynthia Buchanan
299 Other (Please specify when gridding in box below)

PROGRAMMED/STRUCTURED

301 Lift-Off to Reading – SRA – (Woolman)
302 Programmed Reading – Webster Division of McGraw Hill – (Buchanan & Sullivan)
303 Project READ – Behavioral Research Labs – (Sullivan's Reading)
304 Starter/101 – (Silver Burdett (O'Keefe)
305 Random House – Structural Reading
306 Reading Readiness Tapes – Ideal School Supply
399 Other (Please specify when gridding in box below)

LANGUAGE EXPERIENCE

401 Experience Charts – Commercial
402 Experience Charts – Made by Teacher with Class
403 Language Experience Readers – Noble & Noble (Chandler Reading Program)
499 Other (Please specify when gridding in box below)

INDIVIDUALIZED READING

501 Extensive Use of Variety of Published Materials
502 Little Owl Series (Classroom Library) – Holt, Rinehart, Winston
503 MacMillan Reading Spectrum
505 SRA Reading Labs
506 Extensive Use of Variety of Non-Published Materials
599 Other (Please specify when gridding in box below)

SUPPLEMENTARY MATERIALS

605 Invitations to Personal Reading (Classroom Library) – Scott, Foresman
609 Reading Comprehension Skills Exercises (D. C. Schools)
610 Readers Digest Services, Inc.
611 Singer, Random House Literature Series
612 Torch Lighter Kits
613 Weekly Readers
614 Teacher Made Materials
615 Other (Please specify when gridding in box below)

SPECIAL

702 Distar – SRA (Englemann)
703 Frostig's Developmental Program in Visual Perception – Follett
704 I/T/A
705 Kindergarten Keys – Economy Co.
799 Other (Please specify when gridding in box below)

MOST USED MATERIAL	2nd MOST USED MATERIAL	3rd MOST USED MATERIAL
Approx. Level	Approx. Level	Approx. Level
○ RR ○ 3²	○ RR ○ 3²	○ RR ○ 3²
○ PP ○ 4	○ PP ○ 4	○ PP ○ 4
○ P ○ 5	○ P ○ 5	○ P ○ 5
○ 1' ○ 6	○ 1' ○ 6	○ 1' ○ 6
○ 1² ○ 7	○ 1² ○ 7	○ 1² ○ 7
○ 2' ○ 8	○ 2' ○ 8	○ 2' ○ 8
○ 2² ○ 9	○ 2² ○ 9	○ 2² ○ 9
○ 3' or above	○ 3' or above	○ 3' or above
OTHER (199, 299, ETC.) SPECIFY	OTHER (199, 299, ETC.) SPECIFY	OTHER (199, 299, ETC.) SPECIFY

A. To what extent is the reading program described above indicative of what was used all year for this child for reading instruction? (Exclude changes in reading level)

- ○ Don't know – student new to this class
- ○ Very representative or very similar
- ○ Somewhat representative or somewhat similar
- ○ Not at all representative or not at all similar